

REVISED March 15, 2006

2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: (Check all that apply) ☐ Elementary ☐ Middle ☒ High ☐ K-12 ☐ Charter

Name of Principal Mr. Robert Hollingsworth

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Rio Americano High School

(As it should appear in the official records)

School Mailing Address 4540 American River Dr

(If address is P.O. Box, also include street address)

Sacramento

CA

95864-6104

City

State

Zip Code+4 (9 digits total)

County Sacramento

State School Code Number* 3467447-3436714

Telephone (916) 971-7494

Fax (916) 971-7513

Website/URL <http://www.sanjuan.edu/schools/rioamericano> E-mail rhollingsworth@sanjuan.edu

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Mr. Steven Enoch

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name San Juan Unified School District

Tel. (916) 971-7104

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board

President/Chairperson Mr. Larry Miles

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- | | |
|-----------|---------------------|
| <u>46</u> | Elementary schools |
| <u>10</u> | Middle schools |
| <u>0</u> | Junior high schools |
| <u>9</u> | High schools |
| <u>14</u> | Other |
| <u>79</u> | TOTAL |

2. District Per Pupil Expenditure: \$6,879

Average State Per Pupil Expenditure: \$6,882

SCHOOL

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☒ Suburban school with characteristics typical of an urban area
☐ Suburban
☐ Small city or town in a rural area
☐ Rural

4. 6 Number of years the principal has been in her/his position at this school.

N/A If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

| Grade | # of Males | # of Females | Grade Total | Grade | # of Males | # of Females | Grade Total |
|---|------------|--------------|-------------|-------|------------|--------------|-------------|
| PreK | | | | 7 | | | |
| K | | | | 8 | | | |
| 1 | | | | 9 | 249 | 190 | 439 |
| 2 | | | | 10 | 249 | 211 | 460 |
| 3 | | | | 11 | 233 | 213 | 446 |
| 4 | | | | 12 | 206 | 218 | 424 |
| 5 | | | | Other | | | |
| 6 | | | | | | | |
| TOTAL STUDENTS IN THE APPLYING SCHOOL → | | | | | | | 1769 |

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| <u>76</u> | % White |
| <u>5</u> | % Black or African American |
| <u>7</u> | % Hispanic or Latino |
| <u>11</u> | % Asian/Pacific Islander |
| <u>1</u> | % American Indian/Alaskan Native |
| 100% Total | |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 13 %

| | | |
|-----|--|--------|
| (1) | Number of students who transferred <i>to</i> the school after October 1 until the end of the year. | 86 |
| (2) | Number of students who transferred <i>from</i> the school after October 1 until the end of the year. | 163 |
| (3) | Total of all transferred students [sum of rows (1) and (2)] | 249 |
| (4) | Total number of students in the school as of October 1 | 1841 |
| (5) | Total transferred students in row (3) divided by total students in row (4) | 0.1352 |
| (6) | Amount in row (5) multiplied by 100 | 13 |

8. Limited English Proficient students in the school: 2 %
35 Total Number Limited English Proficient

Number of languages represented: 13

Specify languages:

| | |
|-----------|----------------|
| Albanian | Korean |
| Amharic | Other Chinese |
| Arabic | Punjabi |
| Cantonese | Russian |
| Farsi | Serbo-Croatian |
| German | Spanish |
| Hindi | |

9. Students eligible for free/reduced-priced meals: 8 %

Total number students who qualify: 154

10. Students receiving special education services: 07 %

136 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

| | |
|--------------------------------|--|
| <u>2</u> Autism | <u>6</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>6</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>69</u> Specific Learning Disability |
| <u>3</u> Emotional Disturbance | <u>7</u> Speech or Language Impairment |
| <u>3</u> Hearing Impairment | <u>1</u> Traumatic Brain Injury |
| <u>30</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | |

11. Indicate number of full-time and part-time staff members in each of the categories below:

| | Number of Staff | |
|-------------------------------------|-------------------------|-------------------------|
| | <u>Full-time</u> | <u>Part-Time</u> |
| Administrator | <u>3</u> | <u>1</u> |
| Classroom Teachers | <u>54</u> | <u>10</u> |
| Special resource teacher/specialist | <u>7</u> | <u>1</u> |
| Paraprofessionals | <u>13</u> | <u>0</u> |
| Support Staff | <u>16</u> | <u>1</u> |
| Total number | <u>93</u> | <u>13</u> |

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 28:1

13. Rio’s drop-off rate was calculated by the number of entering students and the number of exiting from the same cohort. Those students were enrolled in alternative programs, such as charter schools, the district’s independent study program, adult education, and/or continuation schools. The schools guidance counselors meet with students requesting referrals to alternative programs to best meet their academic needs. There are also several intervention policies in place involving the guidance counselor, vice principal and the on site student assistant program staff member. Those students with multiple days of truancy meet with the counselor after the first attendance letter has been sent. The vice principals follow up with disciplinary actions, such as a Saturday school assignment. Rio’s on site student assistant program staff member offers six week cycles of a life skills class to aid in the students’ academic success.

| | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 | 2000-2001 |
|-------------------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 95% | 95% | 95% | 94% | 94% |
| Daily teacher attendance | 95% | 95% | 94% | 95% | 95% |
| Teacher turnover rate | 11% | 14% | 9% | 22% | 13% |
| Student dropout rate (middle/high) | 1% | 1% | 1% | 1% | 1% |
| Student drop-off rate (high school) | 14% | 13% | 20% | 11% | 20% |

14. Show what the students who graduated in Spring 2005 are doing as of September 2005.

| | |
|--|-------------|
| Graduating class size | <u>396</u> |
| Enrolled in a 4-year college or university | <u>51%</u> |
| Enrolled in a community college | <u>43%</u> |
| Enrolled in vocational training | <u>0%</u> |
| Found employment | <u>3%</u> |
| Military service | <u>2%</u> |
| Other (travel, staying home, etc.) | <u>1%</u> |
| Unknown | <u>0%</u> |
| Total | <u>100%</u> |

PART III – SUMMARY

Rio Americano High School's mission is to educate young people in a positive, safe environment; to encourage academic, social and cultural growth and prepare the students to be responsible, confident, well rounded citizens. In the 2003-04 school year parents, teachers, students and administrators began to look at Academic Performance Index (API) scores to strategize ways to get the students interested in their test scores. The parents contributed with supporting the students by bringing in nutritional snacks and incentives in order to keep them focused. When the test scores came back in the fall of 2004 and they increased by 19 points, the school was ecstatic. Rio Americano scored the highest API in the San Juan District and second in the county of Sacramento. What encouraged the students to work so hard? Mr. Hollingsworth, Rio's Principal, did commit to shaving his head in front of the entire student body if the students could bring up their scores just 6 points. It was the campus as a whole, teachers, parents, students, administration, and classified who worked to have the students see just how important the scores were for the reputation and pride of the school to be the best. This determination and collaboration among parents, teachers, students and administration demonstrates our commitment to our mission.

Rio Americano High School, one of nine comprehensive high schools in the district, was built on the banks of the American River in the west end of the San Juan Unified School District in 1963. Rio is located in a suburban community, minutes from the state capitol in downtown Sacramento, California. The majority of students reside in the surrounding established neighborhoods. The campus spans 42 acres and includes 74 classrooms, a Student Services Center, a newly remodeled 200 seat theater, a library/media center, 2 gymnasiums, a pool, a cafeteria, 4 baseball/softball fields, 1 football field, 6 tennis courts, a weight room, and athletic trainer's room. From 2001 to 2003 Rio Americano underwent modernization. Roofs were repaired, new heating and air conditioning units were installed, and the interior and exterior were painted. All classrooms have computers with Internet access, televisions, and telephones. In 2004 Rio's landscaping committee added cement patios, walkways, tables, and benches throughout the campus.

Rio's graduating rate of seniors is 99%. The San Juan Unified School District's rate is 82%, making Rio Americano one of the top schools to graduate seniors. The average GPA for ninth graders is 2.85, for tenth 2.91, for eleventh 2.96, and for twelfth 3.12 on a 4.0 scale. Rio met 95% school-wide participation rate and the school-wide growth rate. Furthermore, 91% of sophomore students passed both parts of the California High School Exit Exam (CAHSEE) in 2005.

The support services offered at Rio Americano High School help students succeed. The Student Assistance Program offers education and support for students who are dealing with social issues that interfere with learning. Volunteers In College and Career Information (VICCI) is a group of volunteers trained in providing information and guidance for a successful exit from high school. All students are interviewed twice, once in the fall of their sophomore year and again in the spring of their junior year. A group of about 130 parents interview the students. Parents also sponsor two college information nights and a college fair, as well as workshops for students and parents regarding financial aid, completing college applications, college testing procedures and general college information. Guest speakers are also brought in during the student lunch hour from various careers at the students' request.

The students at Rio Americano are the reason for the school's success. Their hard work and determination in staying on top has made Rio one of the best schools in the district. From their academics to their outside contributions, the students are the trite of Rio. With 99% of the students going on to a college and/or trade school, Rio has met its mission statement: to educate young people in a positive, safe environment.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results

As a whole the students of Rio Americano High School have consistently scored well on the State's Standardized Testing and Reporting (or STAR) battery of assessments in the area of English/Language Arts. These tests are collectively known as the California Standards Tests, or CSTs. On the 2005 administration CST in English/Language Arts, the percentages of students scoring at the "proficient" or "advanced" levels in the ninth-, tenth-, and eleventh-grades was 67%, 57%, and 58%, respectively. Proficiency in language arts means that a student can decipher the meanings of words based on their origins; comprehend the structure and complexity of grade-level material (as defined by the State); and analyze and reply to written material by means of constructing a literary response to this grade-level material.

For the various components that make up the State's language arts CST (i.e., vocabulary, reading comprehension, literary analysis, and writing) the percentages of students demonstrating grade-level proficiency was 64% or higher for freshmen; 51% or higher for sophomores, and 56% or higher for juniors (with the exception of 49% proficiency rate for reading at that grade level). With the exception of reading at the junior level, more than half of the students at each grade level at Rio Americano High School demonstrated proficient or advanced skills on every aspect of the State language arts assessments. By contrast, statewide for ninth-, tenth-, and eleventh-grade students, the proficiency rate in language arts for 2005 was 43%, 36%, and 36%, respectively.

The various subgroups represented at Rio Americano either did better or worse on the English/Language Arts CST than the population as a whole. Students who are English Language Learners (ELL) fared better than average with a 62% proficiency rate, however, students receiving special education services for learning difficulties, students of a low socio-economic status, African-American and Hispanic students demonstrated lower than average levels of proficiency, with proficiency percentages ranging from 21% to 42%.*

Results for 2005 in the area of mathematics are more varied since students take a wider variety of subjects at the high school level. In the subject of general math (in which a CST assessment is required of all ninth-grade students not enrolled in first-year algebra or higher-level math course), 20% of the Rio Americano students tested demonstrated proficient or advanced comprehension of the material. Low SES and Hispanic students scored above that average (25% and 27% proficiency rate), while African-American and students in special education classes, did not demonstrate proficiency (Note: the sample size for these two groups was 15 students and 20 students; such a small sample size makes it difficult to ascertain areas for program improvement). This compares to a state average of 14% for freshmen. While these are low proficiency rates for both the general population and specific sub-groups, the 2005 results continue a trend of improvement over the last three years, with the proficiency rate in general math going from 7% in 2003 to 20% in 2005, almost a 300% improvement in student achieving mastery of the standards.

Rio Americano students taking first-year algebra demonstrated 22% proficiency in the subject, up from 19% in 2003. This level of proficiency exceeds the state average of 19%. As is common among all CSTs for the college-preparatory math classes offered at Rio Americano and across the state, students in the lower grade levels performed better than their upper classmates, with a 30% proficiency rate for freshmen, compared to 14% for tenth-graders and 11% for eleventh-graders. Among the sub-groups that took the Algebra 1 CST, African American students performed the best with a 27% proficiency rate, followed by Hispanic students at 19%, and low SES students at 8%. All special education students that took the Algebra 1 CST demonstrated a lack of proficiency (Note: no sub-group represented had a sample size larger than 28 students, and the majority of the sub-groups had 21 students or less). As with general math, more Rio Americano students demonstrated proficiency in 2005 than in previous years, a reflection of the mathematics department's on-going effort to ensure that the students are provided curriculum and assessments aligned with the state standards

Proficiency levels on the CSTs for the upper level math courses are far higher than for Algebra 1 and far exceed the state averages. Primarily this is due to the fact that the majority of students enrolled at the school enter taking either a geometry course or a higher level math course a testimony to the high-achieving population that the school draws on for most of its enrollment. Of the approximately 1400 freshmen, sophomores and juniors enrolled at Rio Americano in 2005, nearly 800 of them were enrolled in a math class at the geometry level or higher. The percentages of students demonstrating proficiency on the 2005 CSTs in geometry, algebra 2, and higher math (post algebra 2 classes), were 44%, 37% and 63%. The state averages for these tests were 26%, 26%, and 45%, respectively. Sub-group data was only available for low SES and Hispanic students in geometry and algebra 2. It showed proficiency levels of 33% and 22% for each group, respectively, in geometry, and 27% and 25%, respectively, in algebra 2.

Additional data regarding Rio Americano's performance on state assessments is available at www.cde.ca.gov/ta.

* No data is available for subgroups with less than 10 students enrolled at the school

2. Using Assessment Results

Assessment is the cornerstone to judge effectiveness of the instructional delivery at Rio Americano High. Student assessment data, collected from teacher developed, local, state and national instruments, is reviewed annually to assist in curricular decisions. CAHSEE and Standardized Testing and Reporting (STAR) data are analyzed to assure the requisite skills for success are imbedded in the related class thereby verifying course of study is aligned with the State Board Adopted standards. Furthermore, department representatives continue to work together to ensure staff use of consistent exams and projects to guarantee that a common means of demonstrating proficiency is maintained. Validation of the articulations between standard, assessment and instruction can be demonstrated in the most recent API score. Course matrix also ensures teachers are aligning

assessment with standards.

Rio Americano's mission statement works in tandem with that of the district's three operational goals to (a) build a collaborative culture, which focuses on student learning and evidence of student learning results, (b)...implement consistent effective instructional practices to support standards-based educational system and, (c) increase student achievement for all students. Rio's expected school wide learning results (ESLRs): Think, Learn, Communicate, Produce and Contribute further define the common vision based on California content standards identifying what students should know upon graduation. The ESLRs were developed and shared by all stakeholders of the annual School Improvement Plan (SIP) made up of parents, students, teachers, community members, and administrators. The collaborative site council (comprised of students, parents/community members, classified and certificated staff, and administration) then makes all decisions, curricular, fiscal or managerial, focusing on the school's mission and implementation of California academic content standards. Stakeholders focus on the mission and commitment to excellence for all students resulted in restoring Rio Americano High School as the top high school in San Juan Unified School District and 2nd in Sacramento County in 2004 for API scores. As staff and leadership team review student assessment data, the school's improvement plan is modified to assure continual reform and revitalization.

3. Communicating Assessment Results

The district mails the result of the state standardized tests to each family along with a detailed explanation of the results. During the year, school staff is involved in reporting each student's assessment results and progress toward achieving California content standards to families. Each semester, students and families receive three, six-week progress reports with the final report indicating the semester grade for each course in which a student is enrolled. Reports for students who receive D, F, or I in either or both of the first two reporting periods are mailed home along with information about available support services. Additionally, counselors schedule a solutions meeting, attended by counselors, teachers, administrators, and parents to address barriers preventing students from academic success.

Designing report cards that are aligned to California content standards is limited, in part, by the demands of post-secondary institutions. Given that the predominate number of Rio graduates (90-97%) attend a post-secondary institution, a traditional report card remains in use to satisfy the requirements for admission. All courses at Rio address State Board Standards or Frameworks and are identified in the course syllabus; a grade received in any given class is a reflection of the student's success in mastering the standards.

The district publishes a brochure, "District Assessment of Academic Standards," to inform its constituents of the district and school standards and assessment procedures. Communicating the assessment results are shared with Rio's families, students and community members through publications (class syllabi/course of student, student /parent handbook, PTSA newsletters, articles in local newspapers), forums (such as Parent/Student Information Night, Freshman Orientation, parent-teacher conferences, Back to School Night and Open House) and other media (District and site web page, daily announcements, TV Rio broadcast). The School Accountability Report Card, found at the school and district web site, further shares the school's mission and the progress made in the addressing State Board Adopted Standards.

4. Sharing Success

Rio Americano has the opportunity to share its success in a variety of ways. As one of nine comprehensive high schools in the San Juan Unified School District, Rio participates in High School Council. At this bi-monthly meeting, the principals of the each school collaborate with other principals within the district. Providing a forum for principals to share successes and challenges at each school site, the meetings ensure that principals are able to stay current with best practices. Principals discuss issues ranging from California High School Exit Exam, student performance improvement, interventions for struggling students, AVID recruitment, teacher evaluations and coaching, and other pertinent information. In addition, Rio's PTSA created the VICCI (Volunteers in College and Career Interests). Parents attend training to learn the most updated information in regards to college and careers. VICCI puts on a College Fair each year in October. Students, parents and counselors from all over the community attend this fair and talk to colleges and trade schools. Each year the College Fair has grown and over 100 colleges attend. Rio is also able to share information about the AVID program with the nearby middle schools. Every year high school AVID students visit middle schools and discuss how to be successful in high school. Eighth grade students have the chance to ask the high school students specific questions. In addition, AVID teachers attend monthly workshops at the County Office of Education and share best practices. Each month a teacher from Rio shares curriculum with teachers from the rest of the district. Rio has also had many other high schools and middle schools come observe our AVID program. Each year Rio also has a School Improvement workshop, and students, teachers, parents and administrators are invited to share their ideas on how to improve Rio Americano. Information gathered from this workshop is then shared with the

community and is used at Site Council to make funding decisions. Rio is a leader in the community and takes pride in sharing our success.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum

Requirements for graduation from Rio Americano High School include a minimum of 220 units comprised of the courses noted in the chart below. Starting with this year's class of 2006, all students must successfully pass the California High School Exit Exam and complete a full year of Algebra I. Further, students in grades 9, 10, and 11 are required to attend six periods a day each semester. Students in grade 12 must enroll in a minimum of five periods a day both fall and spring semester.

Minimum Graduation Requirements

| | |
|--------------------------|-------------------------------------|
| English | 40 units |
| Science | |
| Life Science | 10 units |
| Physical Science | 10 units |
| Mathematics | 10 units |
| Higher Math | 10 units |
| Visual & Performing Arts | 20 units |
| Economics | 5 units |
| Health and Safety | 2.5 units |
| Drivers Education | 2.5 units |
| Physical Education | 20 units |
| Computer Competency | Course completion or challenge test |
| Electives | Variable Units |
| Total | 220 Units |

All students are provided access to a comprehensive, standards-aligned core curriculum and instruction through a master schedule designed to serve all students. Each department offers various levels of each course from which students can select. Opportunities to reach proficiency or higher on all State Board Standards are represented in each level assuring all students are provided with a variety of challenging learning experiences that are age appropriate and reflect application of skills and concepts. There are twelve Advanced Placement (AP) courses and six Honors courses from which students interested in the advanced challenges offered could select. Foreign Languages include various levels of French and Spanish. All students are required to obtain at least 20 units of Visual and Performing Arts: music, art, photography, and ceramics, at various levels. Corrective reading and a two year Algebra I program are offered for those students who are below grade level and need more support than a traditional class setting. Students from underrepresented populations or those facing academic challenges can participate in AVID (Achievement Via Individual Determination) to become more proficient note takers, better test takers, and focused students. AVID is a four-year college preparatory program.

Teachers use homework to reinforce what is learned in the classroom. In general, students have a minimum of 10-15 hours of homework each week. Students are also expected to acquire knowledge in class to enrich the learning experiences during the formal instructional day. All programs combine performance-based and standardized assessment that drives all instruction. There is evidence that learning experiences ultimately lead to student success on the CAHSEE and STAR is demonstrated through the pass rates at Rio Americano. Of the current junior class 91% of the students passed the CAHSEE both sections during their first sitting.

2. English

The English department has designed standard aligned instructional materials and standards based strategies for each grade level. At each grade students have common assignments that address all state standards. For reading comprehension, all students read ten main selections each year including four core works, in addition to anthology assignments. For vocabulary acquisition, students study prefixes, roots and suffixes at each grade level in addition to the new vocabulary in the literature. To address writing, all students study grammar usage, which is tested on the STAR exam, and apply this knowledge to the ten or more polished essays they write.

During senior year the English curriculum includes an academically rigorous selection of works including Shakespeare's Hamlet, Sophocles' Oedipus the King, and Joseph Heller's Catch22. Senior students write a variety of analytical essays demonstrating both their mastery of informal writing and reading comprehension.

Those students identified as at-risk or with special needs eligible for Special Education Services immediately meet with a Case manager to provide support during their enrollment at Rio. Students identified as 504, having an active IEP, or school based accommodations and resources have access to and success in the

regular core curriculum. Dependent on the accommodations stipulated, many of our students are integrated into regular curriculum classes. Teachers are included in the IEP process annually to determine student success in the class. Teachers must meet the goals of the IEP and modify their curriculum to support the needs of the student.

Rio Americano English teachers are currently collaborating on the newly adopted textbook purchased by the district. The newly adopted text lists the California state standards clearly and where they are visible to the student. Helpful to the teacher is the included teaching strategies to differentiate the content suggested in the manual. The resource teacher is also currently using the same textbook to challenge those below grade level. The curriculum is rigorous but at a level suitable with a support class.

3. Mathematics

The math department has standards aligned textbooks at each class level for the students. All classes at a level use the same textbook, so students receive the same instruction throughout the department. They also create their own assignments in line with the work in the textbook and the standards for further practice and review for the students. The department collaborates to make sure that they are using the most effective teaching practices when teaching a concept that is especially difficult for the students to grasp. They also collaborate when they are having difficulty getting a concept across with others of the same level to see how they may teach the concept differently. The department is continually assessing themselves to see that they are meeting the students' needs in all areas of the standards. Teachers within the department also collaborate on the time spent on each concept and the pacing for the courses so that the students are prepared to move onto the next level.

Teachers in the department accommodate for those students who are identified with 504 plans and IEPs. Teachers are very flexible in time for tests and assignments. The math department also offers a pre-Algebra course for those students who are not yet able to meet the Algebra requirements and a 2-year Algebra I program. Students are placed according to need in these programs. AVID tutors are also placed in the lower-level math classes to offer extra help for those students. These classes work to help those students who have been identified as at-risk and offer them the extra support to be successful. Rio Americano also offers a California High School Exit Exam math class that is open to all students on campus.

State testing scores are reviewed with the department during departmental collaboration time. The math department reviews data on content clusters from state tests to see where the areas of need are. They then work to revise curriculum and assessments that will help the students better learn and understand the concepts.

4. Instructional Methods

This school year thirteen Rio American teachers attended Sylvia Ybarra DataWorks Educational research workshop. The workshop involved classroom management and instructional strategies. Teachers, after attending, implemented explicit direct instruction in the classroom. Improving how students are taught has helped with student achievement. From the essential classroom instruction skills acquired at the training, teachers agreed grade level instruction was important. State test are designed to assess grade level content. From these scores teachers have the ability to review data and determine curriculum modifications.

Using results from standardized assessments, the math department revised the sequences and pacing of instruction to guarantee critical information was provided to students early enough to reach proficiency. Daily assignment, practice and skill building exercise provide opportunities for staff to gauge student progress on specific standards. Moreover, teachers continually modify instruction to assure standards are mastered.

AVID subject area teachers attend summer institute to learn new teaching methods. The AVID program schedules participants in a class each year, which is dedicated to providing academic support for those students to achieve success in high school and beyond. AVID teachers provide workshops to help students learn Cornell note taking and practice effective homework habits. Critical thinking activities also take place using the Socratic Seminar method with students.

Teachers also use in the classroom inquiry method, and critical thinking strategies. The Socratic Seminar entails a set of questions based on subject. The students are given rules in advance, and they write open ended questions that can lead to a college type discussion. The class is set into a circle or into an inner circle (those students answer the questions) and an outer circle (they take notes). These strategies and instructional methods encourage students to reflect and expand on ideas. Teachers focus on engaging students.

5. Professional Development

The focus of professional development this year at Rio Americano has been classroom instruction, with a focus on lesson delivery, and student engagement. Staff training has been provided in lesson calibration, Explicit Direct Instruction, using technology in the classroom, and Rigor and Inquiry Related to teaching and learning. Along with training, teachers have been given time to work collaboratively in their departments to implement what they learned.

The impact of the training has been quite visible as we have made preliminary assessment through classroom

observations and both formal and informal conversations with teachers. We are finding students are more engaged during instruction, and an increase in student performance has been noted in several subject areas. As far as measurable data we are expecting to see a substantial improvement in STAR testing in the fall as result of our focus on instruction and student learning.

In addition the teacher evaluation instrument used in San Juan Unified School District establishes individual professional development goals/projects focus on the California Standards for the Teaching Profession (CSTP) and means for evaluating student progress in meeting standards. Over the year, teachers receive periodic feedback and support on their progress from the assigned administrator and peers they select. During the final conference, teachers interpret their findings, reflect on the project's results and suggest steps for the future to continue improving student learning.

New for the 2005-06 school year, Rio Americano has established a Leadership Team, which is composed of six teachers and the Principal. The Leadership Team is to work with the staff to focus on professional development, student learning and collaboration time. Teachers have had the opportunity to use this time to create common curriculum and assessments. This has been a catalyst for improved instruction.

5. PART VII - ASSESSMENT RESULTS

Rio Americano High School

Percent of Students At or Above Proficient for Tenth Grade English-Language Arts CAHSEE Census Testing
2003, 2004 and 2005

Source: www.cde.ca.gov

| English-Language Arts | 2004-2005 | 2003-2004 | 2002-2003 |
|----------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|
| Testing month | February/ March | February/Marc h | February/Mar ch |
| Total Score | Percent At or Above Proficient | Percent At or Above Proficient | Percent At or Above Proficient |
| SCHOOL SCORES | 78% | 76% | 82% |
| Number of students tested | 461 | 477 | 464 |
| Percent of total students tested | 99% | 98% | 97% |
| SUBGROUP SCORES | | | |
| 1.African American | 38% | 31% | N/A* |
| Number of students tested | 23 | 17 | 17 |
| 2.Asian | 85% | 81% | 88% |
| Number of students tested | 47 | 49 | 45 |
| 3.Hispanic | 36% | 51% | 76% |
| Number of students tested | 27 | 37 | 20 |
| 4. White | 82% | 79% | 82% |
| Number of students tested | 350 | 362 | 367 |
| 5. Low socioeconomic | 47% | 32% | 40% |
| Number of students tested | 35 | 41 | 28 |
| 6. Students with disabilities | 29% | 24% | 14% |
| Number of students tested | 32 | 41 | 28 |

*N/A indicates that numbers of valid scores were too small for percent proficient calculation by federal standards

Percent of Students At or Above Proficient for Tenth Grade Mathematics CAHSEE Census Testing
2003, 2004 and 2005

Source: www.cde.ca.gov

| Mathematics | 2004-2005 | 2003-2004 | 2002-2003 |
|----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|
| Testing month | February/March | February/March | February/March |
| Total Score | Percent At or Above Proficient | Percent At or Above Proficient | Percent At or Above Proficient |
| SCHOOL SCORES | 72% | 71% | 74% |
| Number of students tested | 457 | 480 | 462 |
| Percent of total students tested | 98% | 99% | 96% |

| SUBGROUP SCORES | | | |
|-------------------------------|-----|-----|------|
| 1.African American | 35% | 38% | N/A* |
| Number of students tested | 23 | 17 | 16 |
| 2.Asian | 87% | 81% | 90% |
| Number of students tested | 47 | 49 | 44 |
| 3.Hispanic | 48% | 53% | 53% |
| Number of students tested | 27 | 36 | 20 |
| 4. White | 74% | 73% | 74% |
| Number of students tested | 348 | 366 | 367 |
| 5. Low socioeconomic | 52% | 39% | 35% |
| Number of students tested | 34 | 41 | 28 |
| 6. Students with disabilities | 31% | 26% | 18% |
| Number of students tested | 29 | 41 | 28 |

* N/A indicates that numbers of valid scores were too small for percent proficient calculation by federal standards.